



POWDERSVILLE MIDDLE

135 Hood Road
Greenville, SC 29611

| | | |
|-----------------------|---------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 526 Students | |
| Principal | Todd Binnicker | 864-269-1821 |
| Superintendent | Dr. R. Wayne Fowler | 864-847-7344 |
| Board Chair | Mr. Fred Alexander | 864-947-9346 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Average |
| 2008 | Good | At-Risk |
| 2007 | Good | Below Average |
| 2006 | Good | Below Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

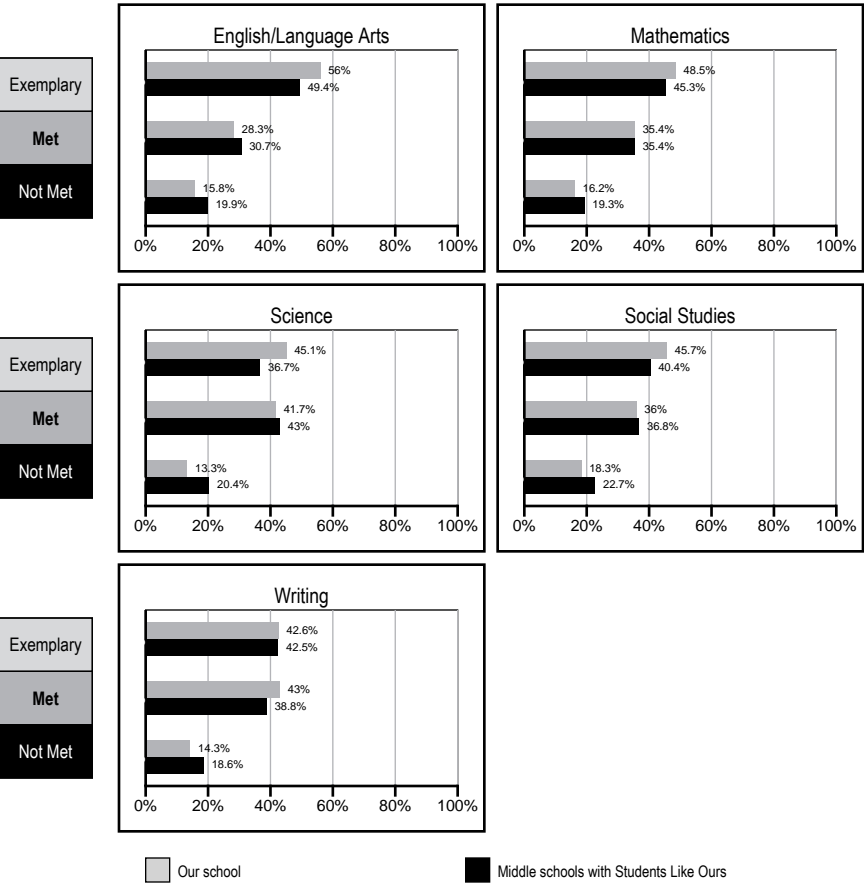
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 5 | 3 | 1 | 0 | 0 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 100.0% | 99.7% |
| English 1 | 100.0% | 82.5% |
| Physical Science | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 99.4% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=526) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 18.8% | Up from 15.9% | 29.6% | 24.2% |
| Retention rate | 0.7% | Up from 0.4% | 0.7% | 0.7% |
| Attendance rate | 96.4% | No Change | 96.4% | 95.9% |
| Eligible for gifted and talented | 24.9% | Up from 21.6% | 24.9% | 16.4% |
| With disabilities other than speech | 7.2% | Down from 7.9% | 9.1% | 12.0% |
| Older than usual for grade | 1.0% | Up from 0.8% | 1.1% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | Down from 0.4% | 0.8% | 0.5% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=29) | | | | |
| Teachers with advanced degrees | 65.5% | Up from 60.0% | 59.1% | 58.5% |
| Continuing contract teachers | 93.1% | Up from 90.0% | 81.8% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 1.8% | 4.0% |
| Teachers returning from previous year | 96.6% | Up from 90.8% | 85.5% | 84.6% |
| Teacher attendance rate | 95.6% | Down from 95.7% | 95.6% | 95.4% |
| Average teacher salary* | \$50,035 | Up 0.5% | \$48,626 | \$46,561 |
| Professional development days/teacher | 7.5 days | Down from 9.0 days | 9.3 days | 10.2 days |
| School | | | | |
| Principal's years at school | 19.0 | Up from 18.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 25.0 to 1 | Up from 24.8 to 1 | 23.7 to 1 | 21.1 to 1 |
| Prime instructional time | 91.0% | Down from 91.4% | 91.0% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 88.0% | Down from 94.9% | 99.8% | 98.1% |
| Character development program | Good | Up from Average | Excellent | Good |
| Dollars spent per pupil** | \$6,871 | Up 2.7% | \$7,035 | \$7,802 |
| Percent of expenditures for instruction** | 59.8% | Down from 61.9% | 67.2% | 63.8% |
| Percent of expenditures for teacher salaries** | 56.2% | Down from 57.0% | 64.4% | 60.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 school year was another very exciting one at Powdersville Middle School. Our faculty, staff, and students experienced a great deal of success in academics, the arts, athletics, and various service-learning activities. Some of our year's successes are listed below.

Our 2009 PASS scores earned us an Absolute Rating of Excellent on last year's Annual School Report Card, making our school a Palmetto Gold Award winner. Powdersville Middle met AYP (Adequate Yearly Progress) for the 2008-2009 school year, the second year in a row we have received this recognition. Forty-eight percent of our student body (260 out of 533 students) maintained "All A" or "A/B" honor roll status for the entire year. Mrs. Kathi Cord, eighth grade language arts and social studies teacher, was voted our school's Teacher of the Year for 2010-2011. The SC Department of Education media services division named Powdersville Middle School as one of six "Reader Leaders" in the state. Our two School Winners in the State Superintendent's Writing Contest placed first and second place in the district level competition. Strings awards included the seventh and eighth grade programs receiving Superior ratings in performance and in sight reading from the SC Music Educators Association Concert Festival, 108 students receiving Superior or Excellent ratings at the SC Solo and Ensemble Festival, 21 students earning seats in the Anderson All County Orchestra, and one student being selected for the Western Region Orchestra. Art students received three awards at competitions at the district (Anderson School District One Christmas card design contest) and state (NAEOP National Conference logo contest) levels. Twenty-seven eighth grade students were named Junior Scholars. Ninety-nine additional students were inducted into the National Junior Beta Club. We saw a continued increase in our students' independent reading as evidenced by the number of books in circulation and the number of them participating in the Reading Counts program. Approximately 400 students participated in Job Shadowing Day. In conjunction with the Rotary Club of Greenville Evening and The Knights of the Guild (a nonprofit educational services organization), Powdersville Middle implemented a new character education program called EarlyAct FirstKnight. Other schoolwide service projects included raising funds for and/or supporting the Piedmont Emergency Relief Center (PERC), Toys for Tots, St. Jude Children's Hospital, PAWSitive Effects, the American Cancer Society, the Reedy River Duck Derby, canned food drives, and campus beautification efforts.

Finally, Powdersville Middle is fortunate to have such a quality faculty, staff, and supportive community. Our School Improvement Council, PTSO, and entire school family have one common goal – making PMS the best it can be! Through continuing to work together, we remain "Marching Toward a Better Future."

Monty Oxendine, Principal
Monique German, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 22 | 180 | 57 |
| Percent satisfied with learning environment | 100.0% | 80.2% | 98.2% |
| Percent satisfied with social and physical environment | 95.5% | 88.9% | 91.2% |
| Percent satisfied with school-home relations | 100.0% | 83.9% | 91.2% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.4% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.4% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 526 | 100 | 17.1 | 29 | 54 | 89.3 | 91.7 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 258 | 100 | 23.9 | 23.9 | 52.2 | 83.8 | 89.9 | 80.1 | N/A | N/A |
| Female | 268 | 100 | 10.5 | 33.9 | 55.6 | 94.6 | 93.6 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 448 | 100 | 16.2 | 28.3 | 55.5 | 90 | 92.6 | 89.6 | Yes | Yes |
| African American | 46 | 100 | 27.9 | 41.9 | 30.2 | 81.4 | 83.5 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 97.1 | 92.7 | I/S | I/S |
| Hispanic | 17 | 100 | 11.8 | 23.5 | 64.7 | 94.1 | 87.7 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 85 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 45 | 100 | 65.9 | 11.4 | 22.7 | 50 | 67.5 | 51.7 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 89.1 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 163 | 100 | 33.6 | 28.9 | 37.5 | 79.6 | 86 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 526 | 100 | 17.5 | 37.9 | 44.6 | 89.3 | 89 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 258 | 100 | 18.2 | 34.4 | 47.4 | 87.9 | 88.4 | 78.4 | N/A | N/A |
| Female | 268 | 100 | 16.7 | 41.2 | 42 | 90.7 | 89.7 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 448 | 100 | 16.2 | 36.7 | 47.1 | 90.5 | 89.8 | 87.8 | Yes | Yes |
| African American | 46 | 100 | 34.9 | 51.2 | 14 | 74.4 | 80.5 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 94.3 | 93.5 | I/S | I/S |
| Hispanic | 17 | 100 | 5.9 | 35.3 | 58.8 | 100 | 87.6 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 80 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 45 | 100 | 54.5 | 27.3 | 18.2 | 59.1 | 57.8 | 46.1 | Yes | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 89.7 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 163 | 100 | 30.9 | 42.8 | 26.3 | 80.3 | 83 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 340 | 100 | 13.2 | 41.4 | 45.4 | 86.8 | 84.6 | 67.3 |
| Gender | | | | | | | | |
| Male | 169 | 100 | 11.1 | 42 | 46.9 | 88.9 | 85 | 66.9 |
| Female | 171 | 100 | 15.2 | 40.9 | 43.9 | 84.8 | 84.2 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 288 | 100 | 12.3 | 40.8 | 46.9 | 87.7 | 86.1 | 79.6 |
| African American | 30 | 100 | 24.1 | 51.7 | 24.1 | 75.9 | 70.9 | 49.7 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 86.4 | 84.4 |
| Hispanic | 11 | 100 | N/A | N/A | N/A | 100 | 81.4 | 59.4 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 76.9 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 33 | 100 | 37.5 | 50 | 12.5 | 62.5 | 55.1 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 78.8 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 103 | 100 | 23.5 | 44.9 | 31.6 | 76.5 | 76 | 55.4 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|
| All Students | 337 | 100 | 18.2 | 35.7 | 46.2 | 81.8 | 83 | 70.9 |
| Gender | | | | | | | | |
| Male | 168 | 100 | 19.1 | 30.9 | 50 | 80.9 | 82.9 | 70.1 |
| Female | 169 | 100 | 17.2 | 40.5 | 42.3 | 82.8 | 83.1 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 286 | 100 | 16.2 | 36 | 47.8 | 83.8 | 83.9 | 79.2 |
| African American | 31 | 100 | 46.4 | 39.3 | 14.3 | 53.6 | 74.1 | 58.4 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 83.3 | 86.8 |
| Hispanic | 13 | 100 | 7.7 | 38.5 | 53.8 | 92.3 | 81.3 | 68 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 78.6 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 29 | 100 | 65.5 | 17.2 | 17.2 | 34.5 | 50.4 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 78.7 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 108 | 100 | 29 | 35 | 36 | 71 | 73.7 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 534 | 99.4 | 14.3 | 43 | 42.6 | 85.7 | 82.8 | 72.1 | 96.4 | 96.2 |
| Gender | | | | | | | | | | |
| Male | 260 | 99.2 | 22.1 | 44.2 | 33.7 | 77.9 | 76.6 | 65.2 | 96.5 | 96.2 |
| Female | 274 | 99.6 | 6.9 | 41.9 | 51.2 | 93.1 | 89.5 | 79.2 | 96.3 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 454 | 99.8 | 12.8 | 43.9 | 43.2 | 87.2 | 84.2 | 80.8 | 96.4 | 96.1 |
| African American | 47 | 97.9 | 33.3 | 42.9 | 23.8 | 66.7 | 71.3 | 59.7 | 96.4 | 96.7 |
| Asian/Pacific Islander | 11 | 100 | I/S | I/S | I/S | I/S | 94.4 | 87 | 98 | 97.8 |
| Hispanic | 17 | 100 | 11.8 | 35.3 | 52.9 | 88.2 | 73.7 | 64.6 | 96.8 | 96.6 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 68.4 | 73.4 | 91.2 | 94.7 |
| Disability Status | | | | | | | | | | |
| Disabled | 44 | 93.2 | 56.1 | 34.1 | 9.8 | 43.9 | 40.5 | 27.7 | 95.6 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 75 | 63.7 | 97.9 | 96.7 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 166 | 98.8 | 26.8 | 49.7 | 23.5 | 73.2 | 73.6 | 61.9 | 95.3 | 95.4 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

English/Language Arts

| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
|------|---|-----|------|------|------|------|------|
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 154 | 100 | 18.2 | 28.7 | 53.1 | 81.8 |
| | 7 | 181 | 100 | 18.3 | 28.6 | 53.1 | 81.7 |
| | 8 | 174 | 99.4 | 16.5 | 39 | 44.5 | 83.5 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 188 | 100 | 11.2 | 33.1 | 55.6 | 88.8 |
| | 7 | 152 | 100 | 16.9 | 28.4 | 54.7 | 83.1 |
| | 8 | 186 | 100 | 23 | 25.3 | 51.7 | 77 |

Mathematics

| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
|------|---|-----|------|------|------|------|------|
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 154 | 100 | 16.8 | 34.3 | 49 | 83.2 |
| | 7 | 181 | 100 | 16.6 | 38.3 | 45.1 | 83.4 |
| | 8 | 174 | 99.4 | 16.5 | 35.4 | 48.2 | 83.5 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 188 | 100 | 11.8 | 32.6 | 55.6 | 88.2 |
| | 7 | 152 | 100 | 17.6 | 39.2 | 43.2 | 82.4 |
| | 8 | 186 | 100 | 23 | 42.1 | 34.8 | 77 |

Science

| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
|------|---|-----|------|------|------|------|------|
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 78 | 100 | 17.8 | 47.9 | 34.2 | 82.2 |
| | 7 | 181 | 100 | 16 | 37.1 | 46.9 | 84 |
| | 8 | 87 | 100 | 26.5 | 37.3 | 36.1 | 73.5 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 94 | 100 | 12.2 | 56.7 | 31.1 | 87.8 |
| | 7 | 151 | 100 | 8.2 | 41.5 | 50.3 | 91.8 |
| | 8 | 95 | 100 | 22.5 | 25.8 | 51.7 | 77.5 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 76 | 100 | 8.6 | 47.1 | 44.3 | 91.4 |
| | 7 | 180 | 100 | 22.3 | 32.6 | 45.1 | 77.7 |
| 2010 | 8 | 86 | 100 | 25.9 | 45.7 | 28.4 | 74.1 |
| | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 94 | 100 | 5.7 | 45.5 | 48.9 | 94.3 |
| 2011 | 7 | 152 | 100 | 25.7 | 28.4 | 45.9 | 74.3 |
| | 8 | 91 | 100 | 18 | 38.2 | 43.8 | 82 |
| Writing | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 155 | 98.7 | 20.8 | 36.1 | 43.1 | 79.2 |
| | 7 | 180 | 99.4 | 10.9 | 36.6 | 52.6 | 89.1 |
| 2010 | 8 | 173 | 100 | 11.4 | 47 | 41.6 | 88.6 |
| | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 190 | 100 | 12.2 | 44.8 | 43.1 | 87.8 |
| 2011 | 7 | 159 | 98.1 | 22.7 | 42 | 35.3 | 77.3 |
| | 8 | 185 | 100 | 9.6 | 42.1 | 48.3 | 90.4 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample